Public Schools Accountability Act Advisory Committee Meeting
April 23, 2013

Discuss Alternatives to the State Decile Ranks for Program Eligibility, Review a Paper on an Individual Student-Level Growth Model, and Review Option to Incorporate Graduation Data into the Academic Performance Index

Agenda

1. Review actions taken at the February 12, 2013, Public Schools Accountability Act (PSAA) Advisory Committee meeting

2. Review Technical Design Group's (TDG's) recommendation regarding alternatives to the state decile ranks.

3. Review a paper on an individual student-level growth model (California *Education Code [EC]* Section 52052.5(d))

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Agenda (Cont.)

4. Review recommendations made at the March 7 and April 23, 2013, Technical Design Group (TDG) meetings regarding PSAA Committee's option for incorporating graduation data into the Academic Performance Index (API)

Actions Taken at the February 12, 2013, PSAA Committee Meeting

February 12, 2013 Actions

- Approved eliminating the API rule of reducing the performance level(s) for grade 8 and 9 students who take the California Standards Test (CST) General Mathematics:
  - The State Board of Education (SBE) approved the elimination of the API adjustment rule at its March 2013 meeting
  - This rule will take place with the production of the 2012 Base API

February 12, 2013 Actions (Cont.)

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- After reviewing four options to incorporate the graduation data into the API, the PSAA Committee:

  – Proposed a new option for incorporating graduation data into the API at the student-level

February 12, 2013 Actions (Cont.)

Advisory Committee Recommended Graduation Option

4-Year Grad with Diploma	Special Ed Cert.	GED Test	Non-Graduate
1,000	1,000	800	200

General Educational Development [GED] Test

February 12, 2013 Actions (Cont.)

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– Requested that the California Department of Education (CDE) and the TDG conduct further analyses on the impact of the new option based on the following variables:

- Demographics

- Grade spans

- School types

- School size

- Alternative versus traditional schools

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February 12, 2013 Actions (Cont.)

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- Requested that the CDE and the TDG explore methods to include the graduation data into the API for Alternative Schools Accountability Model (ASAM) schools

- Approved the methodology to combine college and career into one indicator and accepted the approach of providing multiple paths for students to contribute to the college and career indicator.

Alternative Methods to the State Decile Ranks for Program Eligibility, Preferences, or Priorities

Senate Bill 1458 Requirement

- The State Superintendent of Public Instruction (SSPI) is to report to the Legislature by October 2013, alternatives to the decile ranks as a method for determining eligibility, preference, or priority for statutory programs

Methodology for Current State Decile Ranks

Decile ranks are determined by:

- Placing API scores from highest to lowest separately by school type

- Dividing the distribution into 10 equal ranks (i.e., deciles)

- Small schools (fewer than 100 valid test scores) are not included, but are mapped to the distribution and assigned an "*" to indicate small school status

Current Legislation Based on Decile Ranks

- There are at least 25 *Education Code* sections that reference decile ranks:

  - 8 references for funding priority such as professional development, 21st Century, emergency repairs, etc.

  - 2 references to charter schools

  - 2 references to the School Accountability Report Card (SARC)

Current Legislation Based on Decile Ranks (Cont.)

– 4 references to the Assumption Program of Loans for Education (APLE)

– 9 references to various programs such as Williams requirement, open enrollment, teacher home purchase program, health center support program, etc.

Issues with Current Decile Rank System

- Ten percent of schools will always be identified in each decile

- Ranks are independent of growth and targets met

- Ranks are independent of student group data

CDE's Rationales for Proposed Alternatives for Decile Ranks
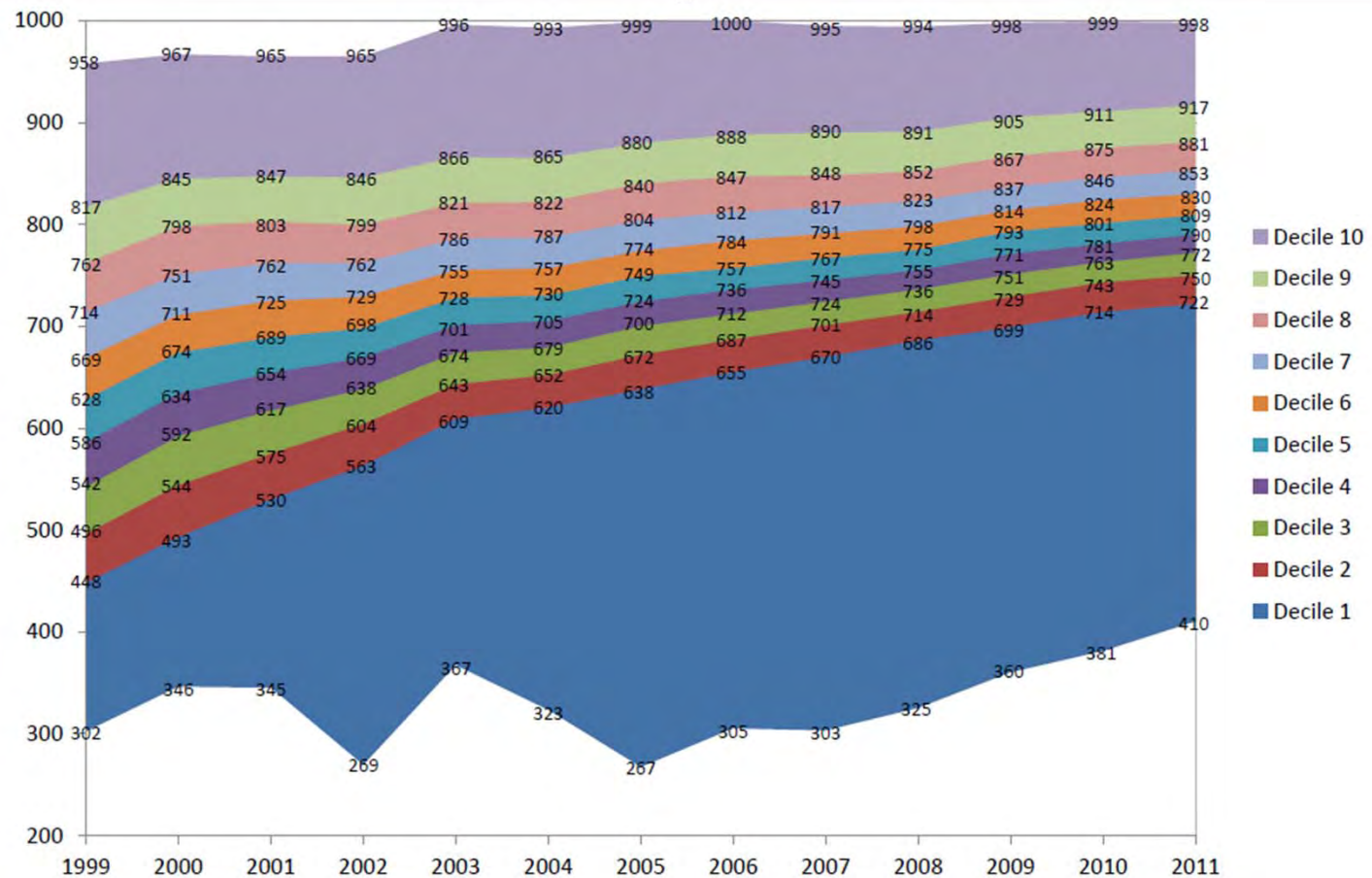
- To better identify:
  - Low-performing schools that are in the most need of support
  - High-performing schools for accolades

State Decile Rank Ranges: Elementary 1999-2011

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Alternative Methods to the Decile Ranks

- Four proposed alternatives were discussed at the April 18, 2013 TDG meeting

Alternative Methods to the Decile Ranks (Cont.)

- TDG members discussed the criteria that should be used to determine which schools should be eligible for specific programs or receive preference and/or priority for funding

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Alternative Methods to the Decile Ranks (Cont.)

- TDG recommended developing multiple alternative methods to address different statutory requirements based on the following:

  – Absolute Performance

  – Greatest Challenges

  – Improvement in the current year (change between Base API and Growth API)

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Alternative Methods to the Decile Ranks (Cont.)

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- CDE is recommending that the alternative methods also address the following:
  - Student group achievement
  - Making targets over time (e.g., last three years)
  - Graduation rates for high schools
  - Easy to communicate and understand

Alternative Methods to the Decile Ranks (Cont.)

- For Advisory Committee discussion:
  - What needs should the alternative methods address?
  - What criteria would the Advisory Committee like CDE staff to consider in developing alternative methods to the decile ranks?

TDG Recommendations Made at March 7 and April 18, 2013, Meetings to Incorporate Graduation Data

March 7 and April 18, 2013 Recommendations

- Discussed using Adequate Yearly Progress (AYP) criteria for adding graduation data into API to address the PSAA Committee's concerns of the effect of graduation data on Alternative Schools Accountability Model (ASAM) schools:

  – Limit the graduation cohort size to 50 or more students

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March 7 and April 18, 2013 Recommendations (Cont.)

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- Concluded that limiting the graduation cohort size was not advisable since it:
  - Exempted 35.6% of traditional schools from being held accountable for graduation rates as a part of the API
  - Differed from the current student-level data approach (AYP graduation indicator is based on school-level data)

March 7 and April 18, 2013 Recommendations (Cont.)

- Decided that the ASAM/ Special Education schools would be assigned half the weight compared to the weight assigned to traditional schools:

    – The weights of graduation data for all schools have not yet been determined

March 7 and April 18, 2013 Recommendations (Cont.)

- The Advisory Commission on Special Education (ACSE) recommended to the TDG that special education certificates should not be given the same point value as a regular four-year diploma
  - Formal recommendation from the ACSE can be requested, if needed
- In response, the TDG is recommending that special education certificates should be assigned 800 points

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March 7 and April 18, 2013 Recommendations (Cont.)

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- Determined that bonus points given to four-year graduates who are disadvantaged should be included only in the schoolwide API (not in the student group APIs). The reasons are:
  - Because **not all** student groups would receive bonus points, inappropriate comparisons between student groups can be avoided if the bonus points are applied in the schoolwide API only
  - Addition of bonus points to only disadvantaged student groups would conceal if these groups are closing the Achievement Gap

March 7 and April 18, 2013 Recommendations (Cont.)

- The recommended basic point structure:

4-Year Grad with Diploma	Special Ed Certificate	GED Test	Non-Graduate
1,000	800	800	200

GED: General Educational Development Test

March 7 and April 18, 2013 Recommendations (Cont.)

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- Under this option, 4-year graduates may earn 50 bonus points for each disadvantaged[*] category they met (maximum of 150 points), for a total contribution of 1,150 API points:

4-Year Graduate API Pts.		Bonus Points Added				Maximum API Pts. Earned[**]
	+	**EL**	**SWD**	**SED**	**=**	
1,000		50	50	50		1,150

* Disadvantaged: English Learner (EL), Socioeconomically Disadvantaged (SED), and Students with Disabilities (SWD); graduates will be counted in any of these groups if identified at any point during their high school career.

** Schoolwide APIs would be capped at 1,000 API points.

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Simulations of Incorporating Graduation Data into the API

Simulation Criteria

- Graduation Data Weights

    Traditional: 10%

    ASAM/Special Education: 5%

    – Rationale:

        - Demonstrates the importance of graduation data in the API without causing dramatic shifts in school level APIs

        - Mitigates impact of incorporating graduation data for ASAM and Special Education schools

Simulation Criteria (Cont.)

Excluded Schools

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Exclusion Criteria	Number Excluded	Running Total
Total Schools with Graduation Data	--	2,736
Graduation Data Exclusions:		
Schools with <11 graduates	1,014	--
Schools without grade 12 enrollment	37	--
Total Graduation Data Exclusions	**1,051**	**1,685**
Assessment Exclusions:		
Schools with <11 valid Standardized Testing and Reporting (STAR) scores	104	--
Total Assessment Exclusions	**104**	**1,581**
Final School Count For Simulation	--	**1,581**

Simulations are based on 2010-11 graduation data prior to finalization of the data file.

Impact of Option (10%)
Traditional Schools

34

Impact of Option (10%)

- Overall, the statewide API averages for grades 9-12 stay the same (1 point gain) with the addition of graduation data

- 74.6% of traditional schools had positive change in their API with the addition of graduation data

- 50% of ASAM/Special Ed schools had positive change in their API with the addition of graduation data

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General Rule
Impact of Option (10%)

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- Inclusion of graduation data can:
  - Increase the API if the "graduation rate API" was higher than the current "assessments API"
  - Decrease the API if the "graduation rate API" was lower than the current "assessments API"

Impact of Option (10%)

- **School Type**
- Grade Span
- Graduation Rate
- Demographics

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Overview of School Type

16 (1%)

290 (18%)

1,275 (81%)

■ Traditional ■ ASAM ■ Special Ed
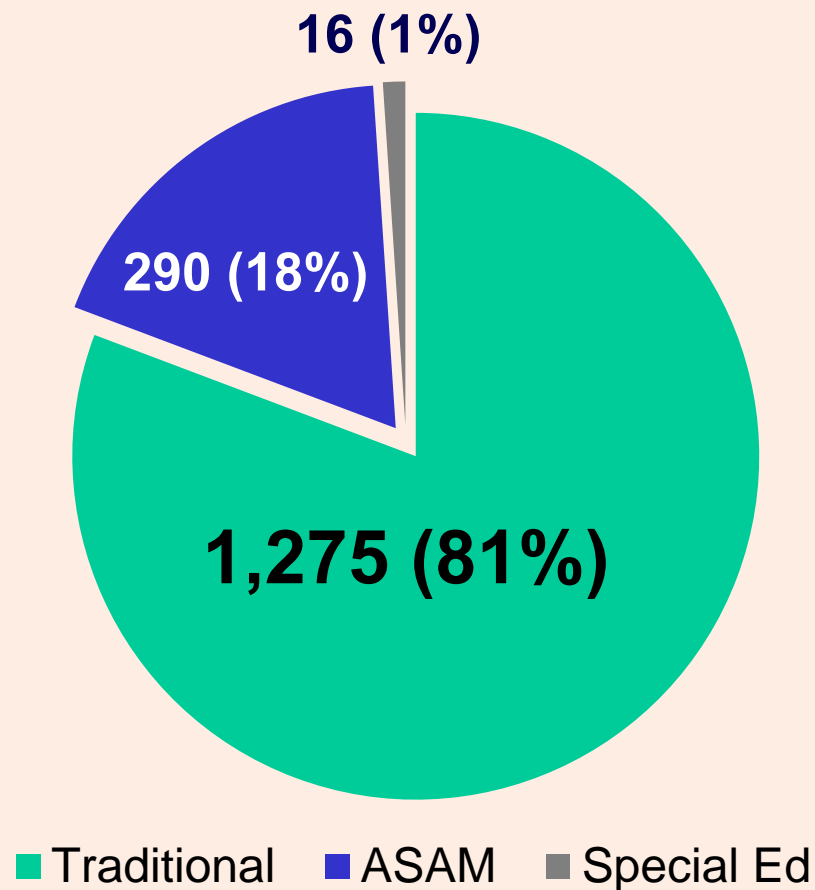
Total Number of High Schools: 1,581

39

Impact by School Type

939

8

293

Number of Schools (y-axis: 0, 10, 20, 30, 40, 50, 60, 70, 80, 90, 100)

Change in API (x-axis: -486 to -301, -300 to -201, -200 to -101, -100 to -51, -50 to -26, -25 to -1, 0, 1 to 25, 26 to 50, 51 to 100, 101 to 200, 201 to 300)

Legend: ■ Traditional   ■ ASAM/Special Ed
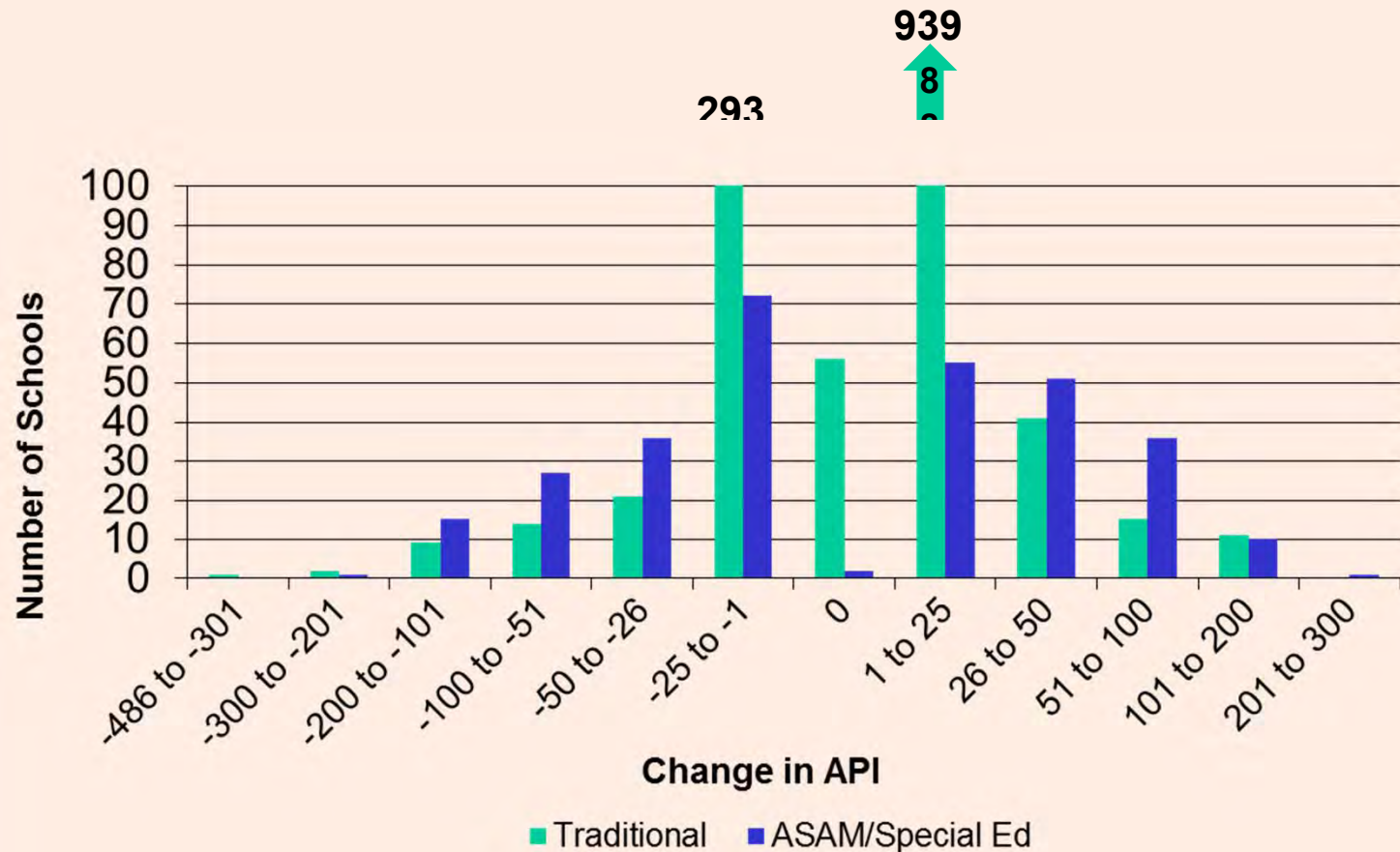
- Majority of traditional schools' API change is between ±25 points
- ASAM/Special Ed schools' API change is more dispersed

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See Appendix A for more detail

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Impact of Option (10%)

–School Type

–**Grade Span**

–Graduation Rate

–Demographics

Schools with Grad Rate by Grade Span

Traditional

ASAM and Special Ed

Traditional
- 98 (7.7%)
- 24 (1.9%)
- 142 (11.1%)

ASAM and Special Ed
- 21 (6.7%)
- 47 (15.4%)
- 47 (15.4%)

Legend: ■ 9-12 ■ K-12 ■ 6-12 ■ Other
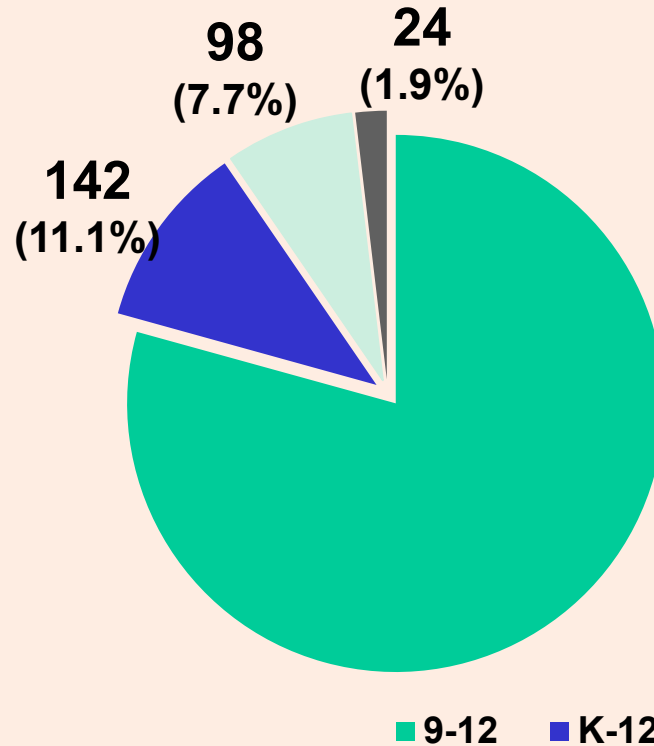
Total : 1,275
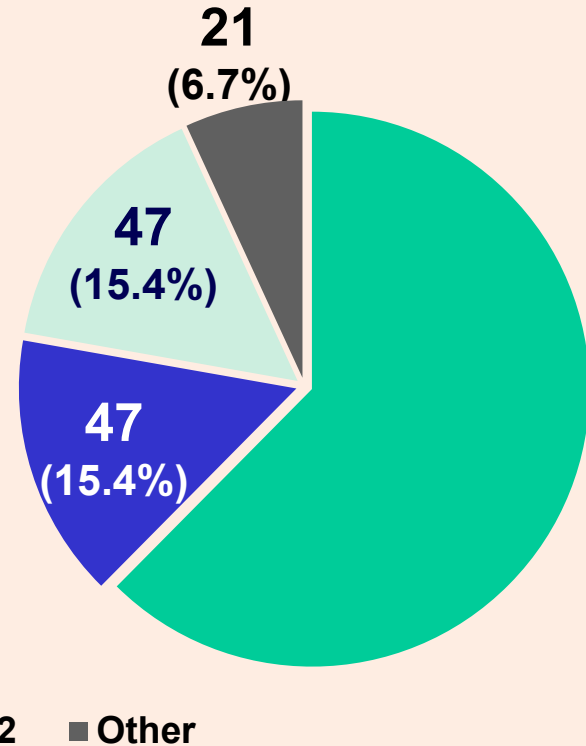
Total : 306

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API Change by Grade Span
Traditional

Number of Schools vs. Range of API Change

Legend: K-12 (dark blue), 6-12 (light green), 9-12 (teal), Other (gray)
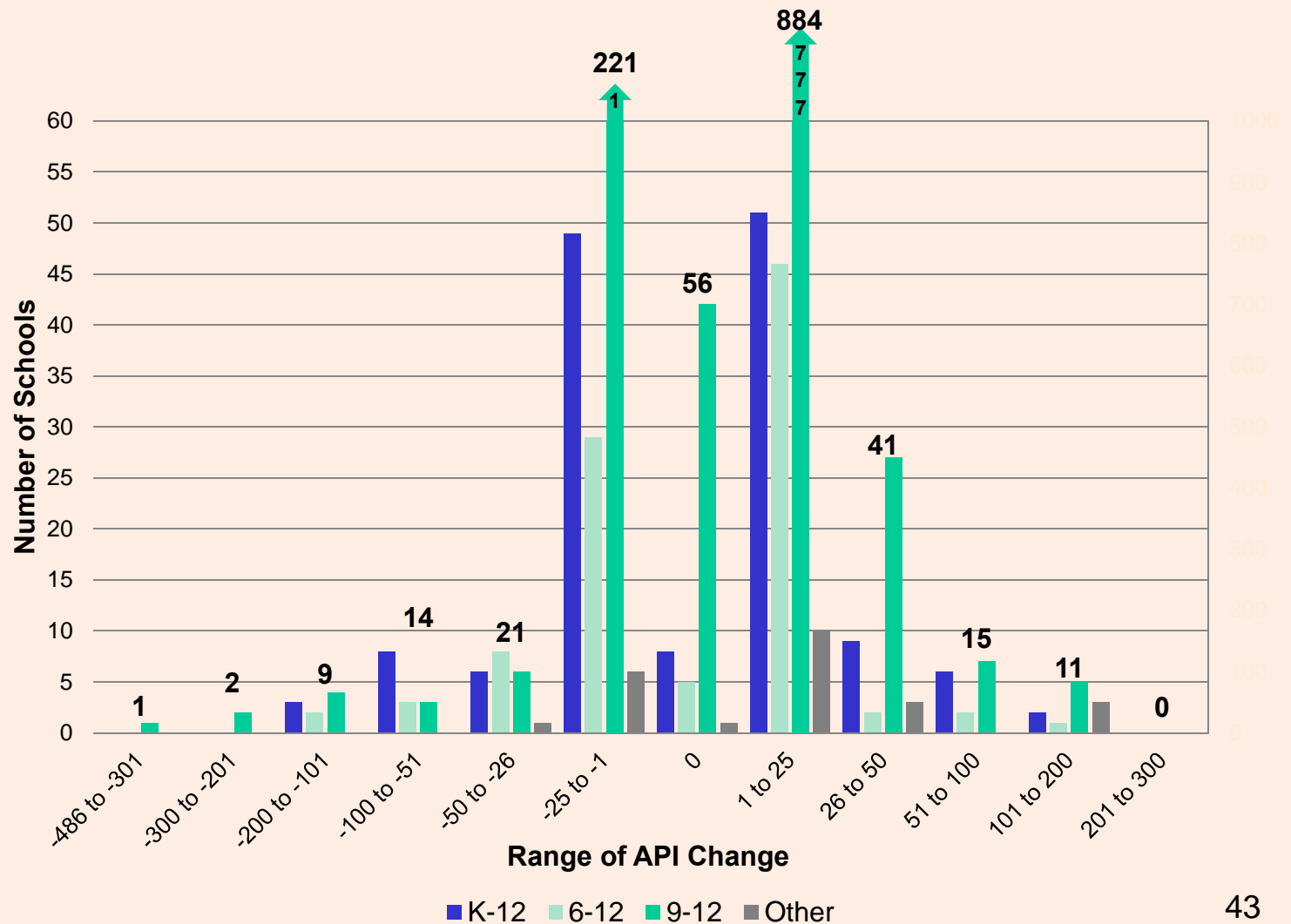
See Appendix B for more detail

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API Change by Grade Span
ASAM and Special Ed

See Appendix C for more detail

Impact of Option A (10%)

–School Type

–Grade Span

–**Graduation Rate**

–Demographics

Overview of Graduation Rates
(1,581 High Schools)

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Traditional Schools: 84.96%

**ASAM/Special Ed
Schools:**   38.43%

Overview of Graduation Cohort

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88,381

351,991
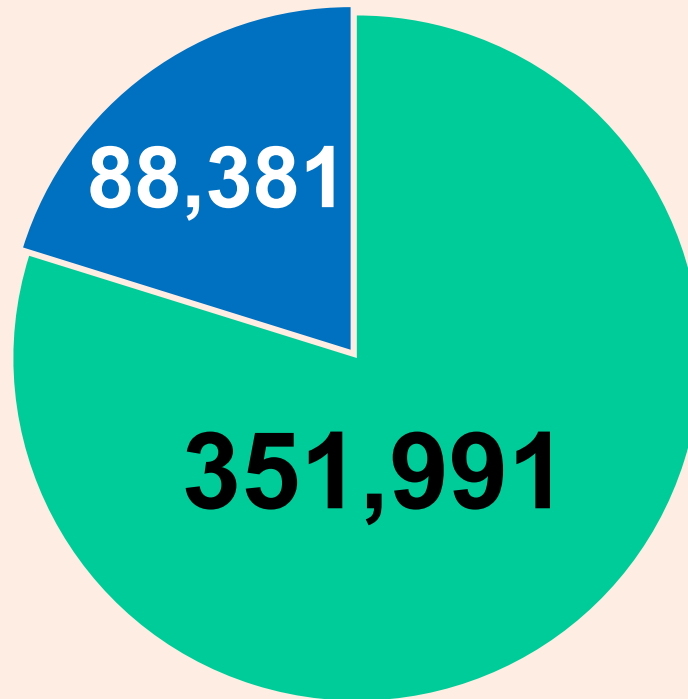
■ Graduates ■ Non-Graduates

Total number of students (out of the 1,581 high schools) in the graduation cohort: 440,372

Negative, Positive, and Zero Impact

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419
(26.5%)

1,104
(69.8%)

58
(3.7%)
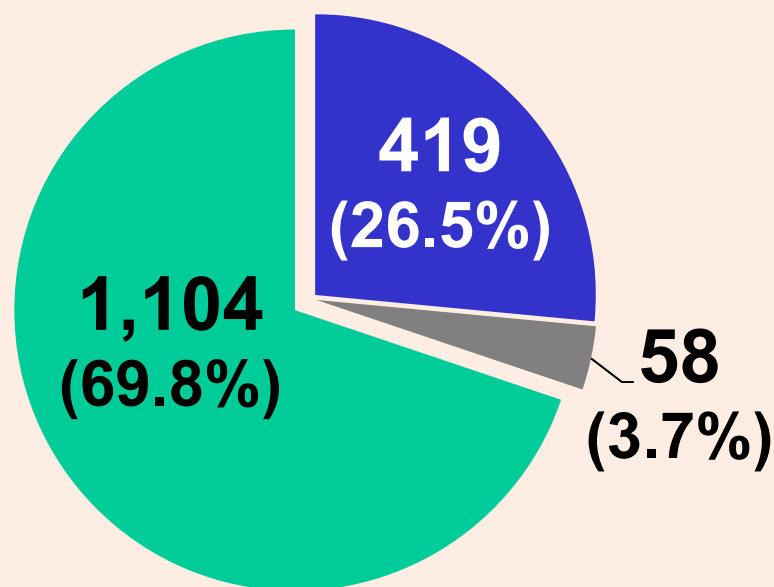
■ Schools Negatively Impacted
■ Schools with Zero Impact
■ Schools Postively Impacted

Number of Schools: 1,581

Impact by Graduation Rate Range
Traditional Schools

Change in API	# of Schools in Each Graduation Rate Range				Total # of Schools
	0-25%	26-50%	51-75%	76-100%	
-486 to -301	1	0	0	0	1
-300 to -201	2	0	0	0	2
-200 to -101	7	2	0	0	9
-100 to -51	11	3	0	0	14
-50 to -26	4	15	2	0	21
-25 to -1	7	31	65	118	221
0	0	0	12	44	56
1 to 25	0	8	107	769	884
26 to 50	0	2	11	28	41
51 to 100	0	0	9	6	15
101 to 200	0	0	1	10	11
201 to 300	0	0	0	0	0
Total	32	61	207	975	1,275

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Traditional

Schools

See Appendix D for more detail

Analysis of Table

Of the 1,275 traditional schools:

- 93 had a graduation rate of 50% or less
  - Of these, 10 schools had a positive change in their API
- 975 had a graduation rate at or above 76%
- 790 had a disadvantaged population of 50% or more

Traditional

Schools

50

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Closer Look at
3 Groups
in the Table

1. Yellow Group

118 schools have a **negative change** in their API even though their graduation rates are between 76% to 100%:

# of Schools	Grad Rate	Disadvantage %	API (Current)	Change in API
15	76% to 80%	16.7% to 100%	743 to 824	-7 to -1
21	81% to 85%	9.1% to 100%	720 to 936	-10 to -1
16	86% to 90%	12.6% to 89.5%	781 to 928	-8 to -1
23	91% to 95%	0% to 91.5%	773 to 920	-4 to -1
43	96% to 100%	4% to 99.3%	725 to 995	-6 to -1

Traditional

Schools

52

1. Yellow Group (Cont.)

Out of the 118 schools:

- 90% lose less than 5 API points

- In general, averaging-in the new graduation component will lower a school's API whenever that school's graduation component is numerically smaller than its original API

  - Example: A school with a 90% graduation rate and no students with disadvantages would have a graduation rate component of 90% x 1000 + 10% x 200 = 920. If its current API were above 920, then averaging-in the graduation rate would bring its API down

  - There are also slight variations due to scale adjustments required to assure that introducing the graduation rate does not change the overall state average API

Traditional

Schools

53

2. Blue Group

128 schools have a **positive change** in their API even though their graduation rates are between 51% to 75%:

# of Schools	Grad Rate	Disadvantage %	API (Current)	Change in API
8	51% to 55%	40% to 98.5%	457 to 595	1 to 45
9	56% to 60%	15.4% to 95.9%	483 to 656	1 to 31
24	61% to 65%	26.6% to 99.1%	431 to 719	1 to 111
31	66% to 70%	20% to 100%	544 to 714	1 to 58
56	71% to 75%	12.5% to 100%	418 to 796	1 to 83

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Traditional

Schools

2. Blue Group (Cont.)

Out of the 128 schools:

- 64% have a change in API between 1 to 9 points

- All are below the statewide average graduation rate (77.1%)

- 102 have a disadvantaged population over 50% which produces positive change due to the addition of bonus points

- Those with the largest change in API points have either low number of valid scores or low API scores

Traditional

Schools

55

3. Green Group

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10 schools have a **positive change** in their API even though their graduation rates are between 26% to 50%:

# of Schools	Grad Rate	Disadvantage %	API (Current)	Change in API
3	41% to 45%	47.1% to 65%	463 to 537	8 to 16
7	46% to 50%	64% to 100%	409 to 589	9 to 47

Out of these 10 schools:

- All have low API scores
- 6 have less than 50 valid scores
- All have a high disadvantaged population which produces positive change due to the addition of bonus points

Traditional

Schools

56

Impact by Graduation Rate Range
ASAM and Special Ed Schools

Change in API	# of Schools in Each Graduation Rate Range				Total # of Schools
	0-25%	26-50%	51-75%	76-100%	
-486 to -301	0	0	0	0	0
-300 to -201	1	0	0	0	1
-200 to -101	15	0	0	0	15
-100 to -51	24	3	0	0	27
-50 to -26	25	11	0	0	36
-25 to -1	13	53	5	1	72
0	0	1	1	0	2
1 to 25	1	24	28	2	55
26 to 50	1	6	36	8	51
51 to 100	0	2	19	15	36
101 to 200	0	0	5	5	10
201 to 300	0	0	1	0	1
Total	80	100	95	31	306

ASAM/

Special Ed

Schools

See Appendix E for more detail

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Analysis of Table

Of the 306 schools:

- 180 had a graduation rate of 50% or less, resulting in negative impact for all but 34 schools
- 31 had a graduation rate at or above 76%

Closer Look at
2 Groups
in the Table

1. Purple Group

89 schools have a **positive change** in their API even though their graduation rates are between 51% to 75%:

# of Schools	Grad Rate	Disadvantage %	API (Current)	Change in API
13	51% to 55%	39.6% to 92.9%	390 to 605	1 to 53
22	56% to 60%	43.4% to 88.6%	368 to 628	11 to 228
18	61% to 65%	43.8% to 91%	523 to 662	7 to 59
22	66% to 70%	43.9% to 95.1%	378 to 682	10 to 113
14	71% to 75%	28.6% to 90.4%	493 to 677	21 to 112

ASAM/

Special Ed

Schools

1. Purple Group (Cont.)

Out of the 89 schools:

- 97% have a change in API of 10 points or more

- 81 have a disadvantaged population over 50% which produces positive change due to the addition of bonus points

- 78 have fewer than 100 valid scores

2. Orange Group

32 schools have a **positive change** in their API even though their graduation rates are between 26% to 50%:

# of Schools	Grad Rate	Disadvantage %	API (Current)	Change in API
3	26% to 30%	60.2% to 75.5%	304 to 543	3 to 48
0	31% to 35%	N/A	N/A	N/A
6	36% to 40%	49.4% to 96.9%	321 to 495	9 to 63
9	41% to 45%	61.2% to 98.9%	459 to 545	2 to 30
14	46% to 50%	20.8% to 86.9%	423 to 610	2 to 73

2. Orange Group (Cont.)

Out of the 32 schools:

- 17 have less than 50 valid scores

- 9 have 50 to 100 valid scores

- The ones with the largest change in API points (20 to 73) have either low valid scores or high percent of disadvantaged students who received bonus points

Impact of Option A (10%)

–School Type

–Grade Span

–Graduation Rate

–Demographics

4-Year Graduates: Disadvantaged Status

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41.5%

58.5%
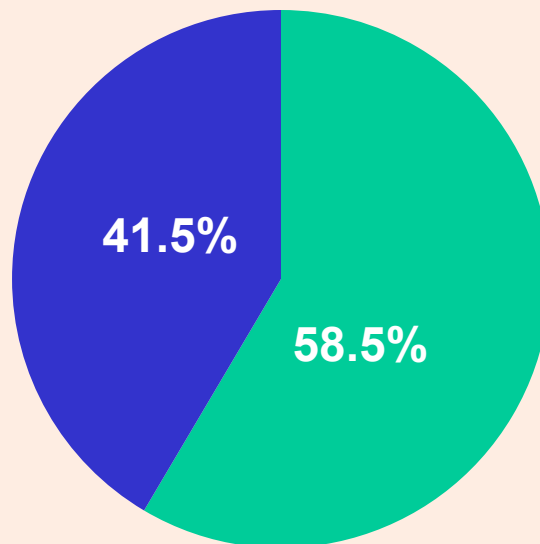
■ At Least One Disadvantage
■ No Disadvantages (EL, SED, SWD)

EL: English Learners

SED: Socioeconomically Disadvantaged

SWD: Students with Disabilities

65

Disadvantaged Graduates
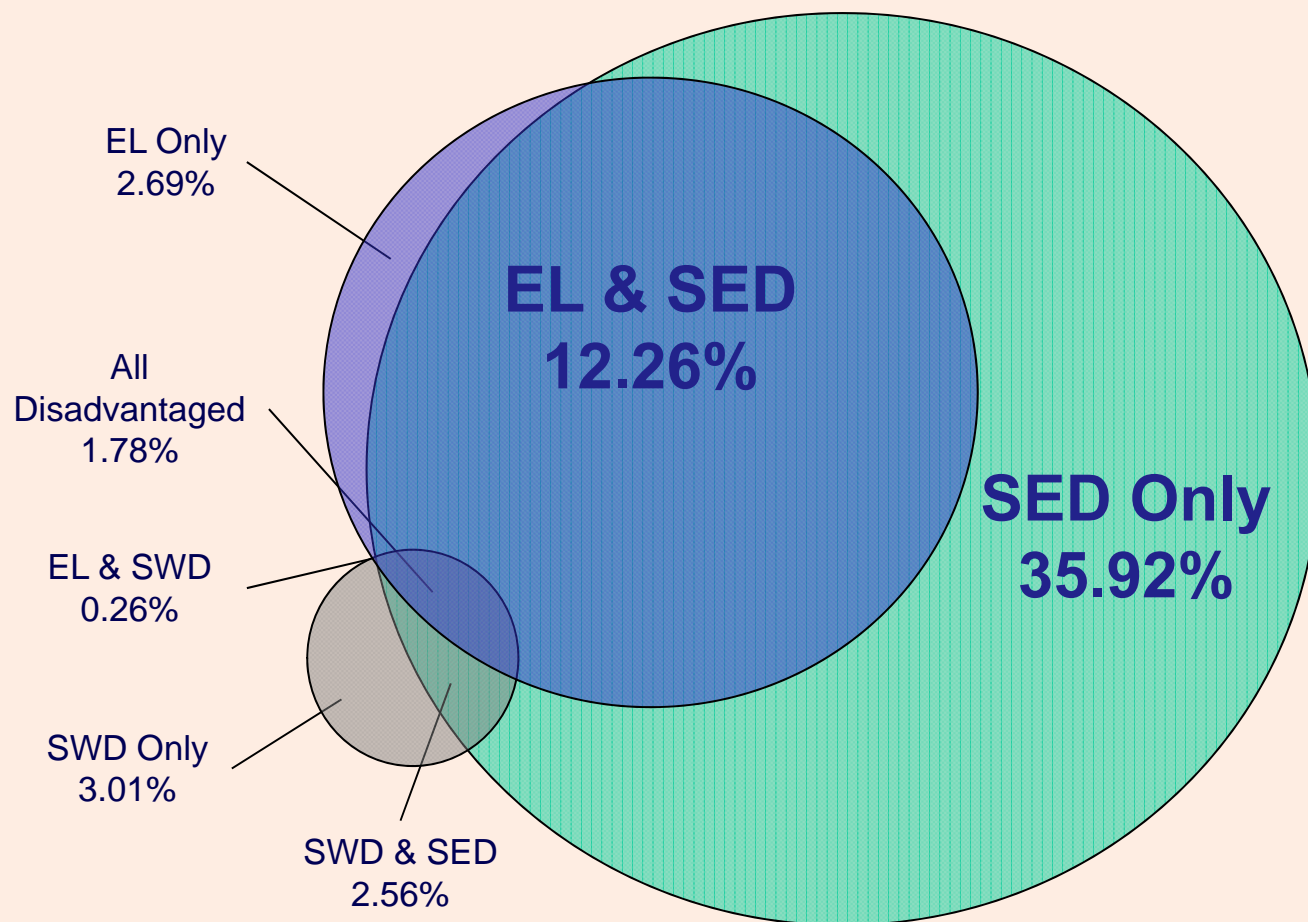
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EL Only
2.69%

All
Disadvantaged
1.78%

EL & SWD
0.26%

SWD Only
3.01%

SWD & SED
2.56%

**EL & SED
12.26%**

**SED Only
35.92%**

Impact of Disadvantaged Population on the API

Traditional Schools
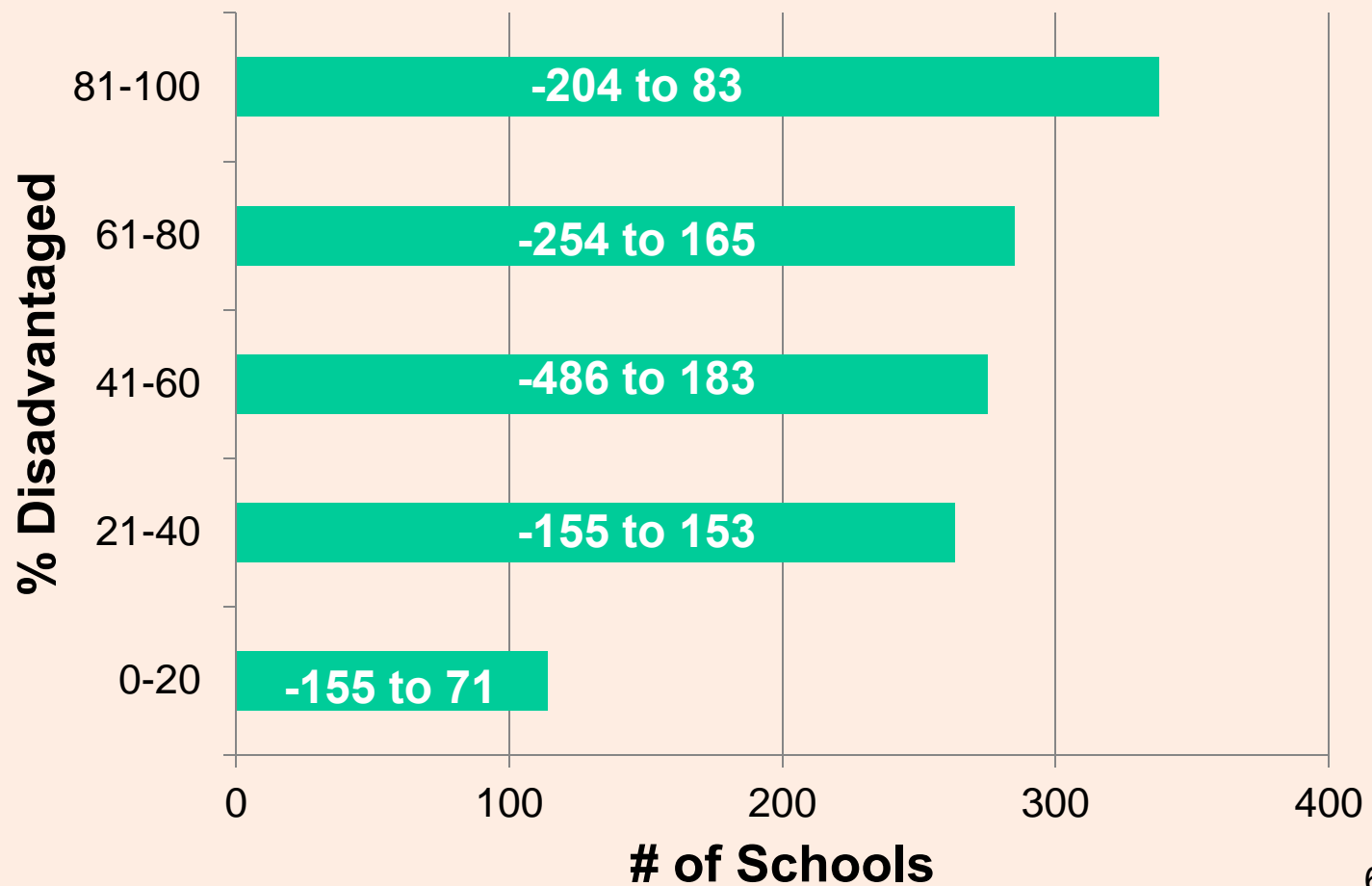
% Disadvantaged

- 81-100: -204 to 83
- 61-80: -254 to 165
- 41-60: -486 to 183
- 21-40: -155 to 153
- 0-20: -155 to 71

# of Schools (0, 100, 200, 300, 400)

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Impact of Disadvantaged Population on the API
ASAM/Special Ed Schools

% Disadvantaged (y-axis) vs **# of Schools** (x-axis)

- 81-100: -198 to 152
- 61-80: -213 to 152
- 41-60: -185 to 228
- 21-40: -61 to 112
- 0-20: 20
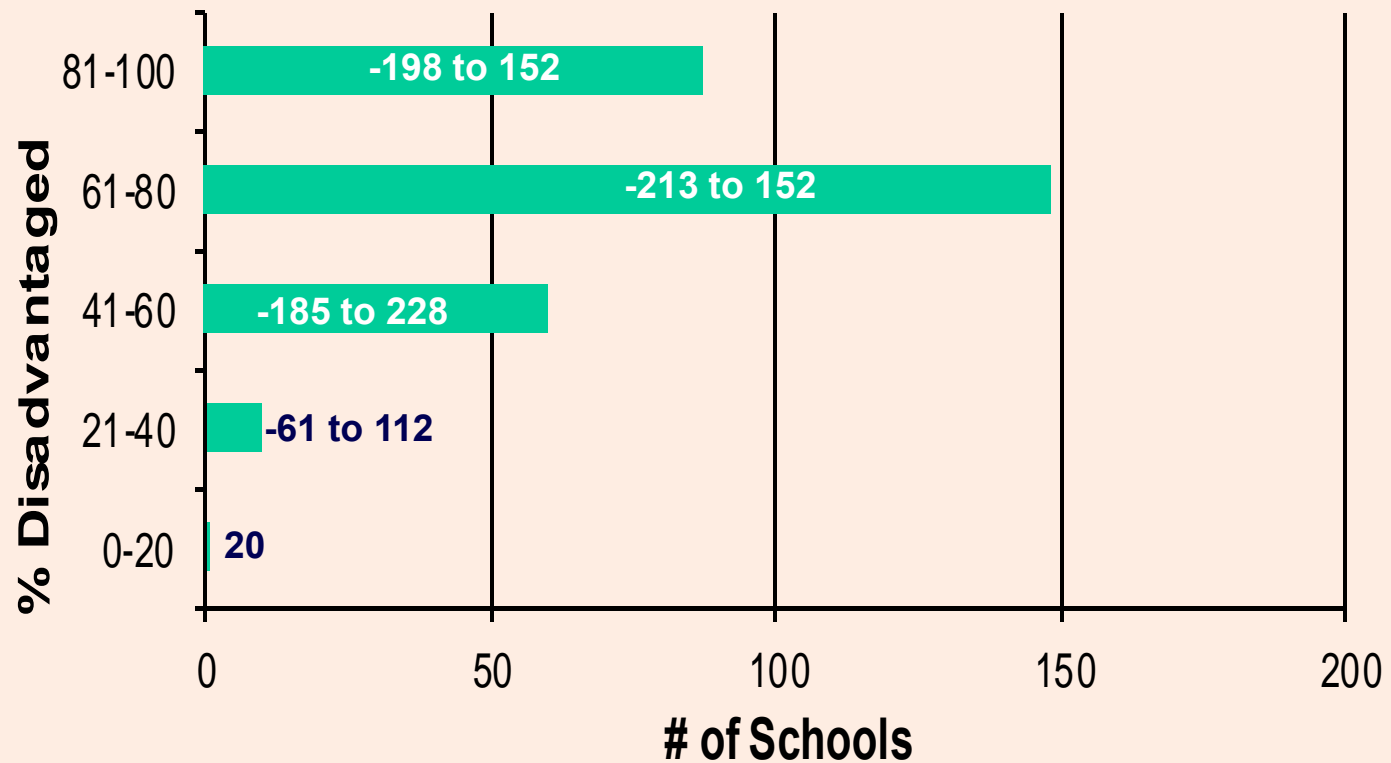
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APPENDIX
to Incorporation of
Graduation Data

Negative Impact by School Type

Appendix A

Change in API	# of Traditional Schools	# of ASAM/Special Ed Schools	Total # of Schools
-486 to -301	1	0	**1**
-300 to -201	2	1	**3**
-200 to -101	9	15	**24**
-100 to -51	14	27	**41**
-50 to -26	21	36	**57**
-25 to –21	8	8	**16**
-20 to –16	12	20	**32**
-15 to –11	18	10	**28**
-10 to -6	35	20	**55**
-5 to -1	148	14	**162**
Subtotal	**268**	**151**	**419**

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Zero and Positive Impact by School Type

Change in API	# of Traditional Schools	# of ASAM/Special Ed Schools	Total # of Schools
0	56	2	58
1 to 5	328	10	338
6 to 10	318	6	324
11 to 15	160	16	176
16 to 20	63	15	78
21 to 25	15	8	23
26 to 50	41	51	92
51 to 100	15	36	51
101 to 200	11	10	21
201 to 300	0	1	1
Subtotal	1,007	155	1,162

Total	1,275	306	1,581

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Negative API Change by Grade Span
Traditional Schools

Change in API	K-12	6-12*	9-12	Other	Total
-486 to -301	0	0	1	0	**1**
-300 to -201	0	0	2	0	**2**
-200 to -101	3	2	4	0	**9**
-100 to -51	8	3	3	0	**14**
-50 to -26	6	8	6	1	**21**
-25 to –21	4	2	2	0	**8**
-20 to –16	8	0	2	2	**12**
-15 to –11	7	4	6	1	**18**
-10 to –6	8	2	24	1	**35**
-5 to -1	22	21	103	2	**148**
Subtotal	**66**	**42**	**153**	**7**	**268**

* Combined 6-12 and 7-12 schools

Zero and Positive API Change by Grade Span
Traditional Schools

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Appendix B

(Cont.)

Change in API	K-12	6-12*	9-12	Other	Total
0	8	5	42	1	**56**
1 to 5	26	24	274	4	**328**
6 to 10	12	14	291	1	**318**
11 to 15	7	6	146	1	**160**
16 to 20	6	1	53	3	**63**
21 to 25	0	1	13	1	**15**
26 to 50	9	2	27	3	**41**
51 to 100	6	2	7	0	**15**
101 to 200	2	1	5	3	**11**
201 to 300	0	0	0	0	**0**
Subtotal	**76**	**56**	**858**	**17**	**1,007**

Total	**142**	**98**	**1,011**	**24**	**1,275**

* Combined 6-12 and 7-12 schools

Negative API Change by Grade Span
ASAM and Special Ed Schools

Change in API	K-12	6-12*	9-12	Other	Total
-486 to -301	0	0	0	0	**0**
-300 to -201	0	0	0	1	**1**
-200 to -101	9	2	3	1	**15**
-100 to -51	4	7	13	3	**27**
-50 to -26	8	9	16	3	**36**
-25 to –21	2	2	4	0	**8**
-20 to –16	6	2	8	4	**20**
-15 to –11	5	1	4	0	**10**
-10 to –6	5	6	7	2	**20**
-5 to -1	4	6	4	0	**14**
Subtotal	**43**	**35**	**59**	**14**	**151**

* Combined 6-12 and 7-12 schools

Zero and Positive API Change by Grade Span
ASAM and Special Ed Schools

Appendix C

(Cont.)

Change in API	K-12	6-12*	9-12	Other	Total
0	1	1	0	0	**2**
1 to 5	1	2	7	0	**10**
6 to 10	1	0	5	0	**6**
11 to 15	0	3	12	1	**16**
16 to 20	0	0	13	2	**15**
21 to 25	0	0	8	0	**8**
26 to 50	0	4	45	2	**51**
51 to 100	1	2	33	0	**36**
101 to 200	0	0	8	2	**10**
201 to 300	0	0	1	0	**1**
Subtotal	**4**	**12**	**132**	**7**	**155**
Total	**47**	**47**	**191**	**21**	**306**

* Combined 6-12 and 7-12 schools

Negative Impact by Graduation Rate Range
Traditional Schools

Change in API	# of Schools in Each Graduation Rate Range				Total # of Schools
	0-25%	26-50%	51-75%	76-100%	
-486 to -301	1	0	0	0	**1**
-300 to -201	2	0	0	0	**2**
-200 to -101	7	2	0	0	**9**
-100 to -51	11	3	0	0	**14**
-50 to -26	4	15	2	0	**21**
-25 to –21	3	5	0	0	**8**
-20 to –16	2	9	1	0	**12**
-15 to –11	2	10	6	0	**18**
-10 to –6	0	3	22	10	**35**
-5 to -1	0	4	36	108	**148**
Subtotal	**32**	**51**	**67**	**118**	**268**

Zero and Positive Impact by Graduation Rate Range

Traditional Schools

Appendix D

(Cont.)

Change in API	# of Schools in Each Graduation Rate Range				Total # of Schools
	0-25%	26-50%	51-75%	76-100%	
0	0	0	12	44	**56**
1 to 5	0	0	58	270	**328**
6 to 10	0	3	24	291	**318**
11 to 15	0	1	15	144	**160**
16 to 20	0	3	7	53	**63**
21 to 25	0	1	3	11	**15**
26 to 50	0	2	11	28	**41**
51 to 100	0	0	9	6	**15**
101 to 200	0	0	1	10	**11**
201 to 300	0	0	0	0	**0**
Subtotal	**0**	**10**	**140**	**857**	**1,007**

	0-25%	26-50%	51-75%	76-100%	
Total	**32**	**61**	**207**	**975**	**1,275**

Yellow Group
Specific School Example

- One school in the simulation had the following data:
  - 2012 Growth API of 932
  - Graduation rate of 100%
- The combined assessment and graduation data resulted in a new Growth API of 929, a decrease of 3 API points

Yellow Group
Specific School Example (Cont.)

- The school's 2012 Growth API:
  - Pre-SCF API = 915
  - Reported Post-SCF API = 932 (915 + 17 point SCF)

vs.

- The school's new simulated API:
  - Pre-SCF API = 922
  - Reported Post-SCF API = 929 (922 + 7 point SCF)

Blue Group
Specific School Example

- One school in the simulation had the following data:
  - 2012 Growth API of 418
  - Graduation rate of 72.1% , which is below the statewide average
- The combined assessment and graduation data resulted in a new Growth API of 501, an increase of 83 API points

80

Blue Group
Specific School Example (Cont.)

- Reason for the large increase:
  - The school's graduation component was significantly higher than its assessment component
  - A large percentage (71%) of graduates are socioeconomically disadvantaged students, so the school received bonus points

Green Group
Specific School Example

- One school in the simulation had the following data:
  - 2012 Growth API of 409
  - Graduation rate of 47.7%, which is significantly below the statewide average
- The combined assessment and graduation data resulted in a new Growth API of 423, an increase of 14 API points

82

Green Group
Specific School Example (Cont.)

- Reason for the increase:
  - The school's graduation component was higher than its assessment component
  - A large percentage (92%) of graduates are socioeconomically disadvantaged students, so the school received bonus points

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Negative Impact by Graduation Rate Range
ASAM/Special Ed Schools

Appendix E

Change in API	# of Schools in Each Graduation Rate Range				Total # of Schools
	0-25%	26-50%	51-75%	76-100%	
-486 to -301	0	0	0	0	0
-300 to -201	1	0	0	0	1
-200 to -101	15	0	0	0	15
-100 to -51	24	3	0	0	27
-50 to -26	25	11	0	0	36
-25 to –21	3	5	0	0	8
-20 to –16	7	13	0	0	20
-15 to –11	3	7	0	0	10
-10 to –6	0	16	4	0	20
-5 to -1	0	12	1	1	14
Subtotal	**78**	**67**	**5**	**1**	**151**

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Zero and Positive Impact by Graduation Rate Range

ASAM/Special Ed Schools

TOM TORLAKSON
State Superintendent
of Public Instruction

Appendix E

(Cont.)

Change in API	# of Schools in Each Graduation Rate Range				Total # of Schools
	0-25%	26-50%	51-75%	76-100%	
0	0	1	1	0	**2**
1 to 5	0	7	2	1	**10**
6 to 10	0	4	2	0	**6**
11 to 15	0	7	8	1	**16**
16 to 20	0	5	10	0	**15**
21 to 25	1	1	6	0	**8**
26 to 50	1	6	36	8	**51**
51 to 100	0	2	19	15	**36**
101 to 200	0	0	5	5	**10**
201 to 300	0	0	1	0	**1**
Subtotal	**2**	**33**	**90**	**30**	**155**

Total	**80**	**100**	**95**	**31**	**306**

API Change by Demographics

Change in API	# of Schools	Grad Rate	% Disadv. Students	% EL	% SED	% SWD	AS + WH%
-486 to -301	1	12.99	58.81	29.96	44.71	0.56	18.09
-300 to -201	3	9.26	83.7	28.82	76.16	6.35	7.72
-200 to -101	24	9.53	69.28	33.77	54.13	5.43	13.75
-100 to -51	41	17.31	69.78	33.82	56.94	5.6	19.33
-50 to -26	57	25.81	65.82	28.95	54.63	5.83	20.38
-25 to -1	293	74.59	47.87	17.49	38.57	8.37	49.29
0	58	85.6	49.61	17.69	40	10.29	55.34
1 to 25	939	86.33	63.62	20.58	57.19	9.15	37.65
26 to 50	92	68.14	70.18	29.32	61.1	7.63	22.68
51 to 100	51	71.87	67.17	25.47	59.47	8.5	31.43
101 to 200	21	77.79	68.18	28.54	60.54	6.83	34.77
201 to 300	1	59.86	51.02	12.93	47.62	1.36	44.22

TOM TORLAKSON
State Superintendent
of Public Instruction

Appendix F

Impact of Option (10%)
Unified School Districts

Number of Districts vs API

Legend: ■ Without Grad Data ■ With Grad Data

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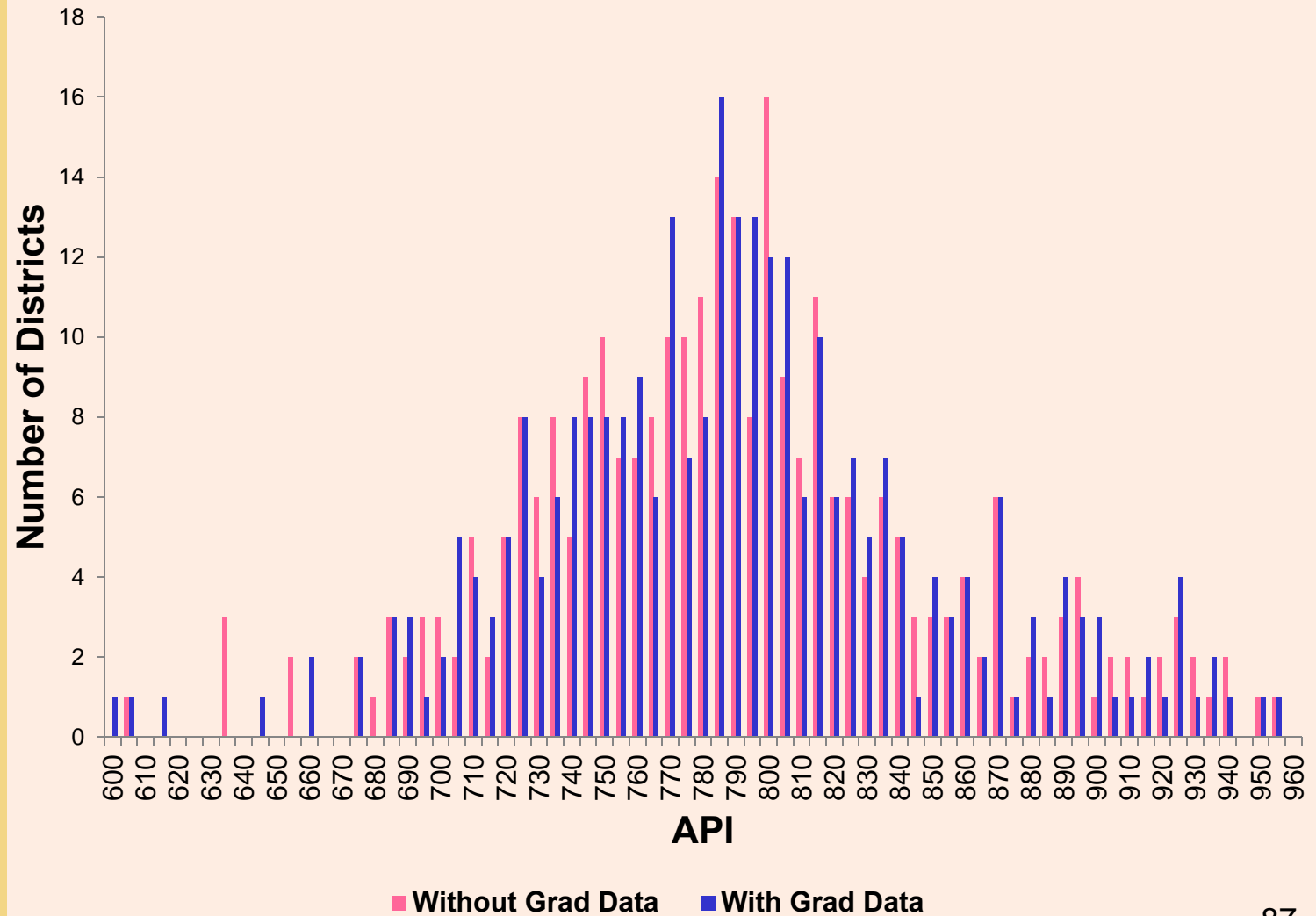
Impact of Option (10%)
High School Districts
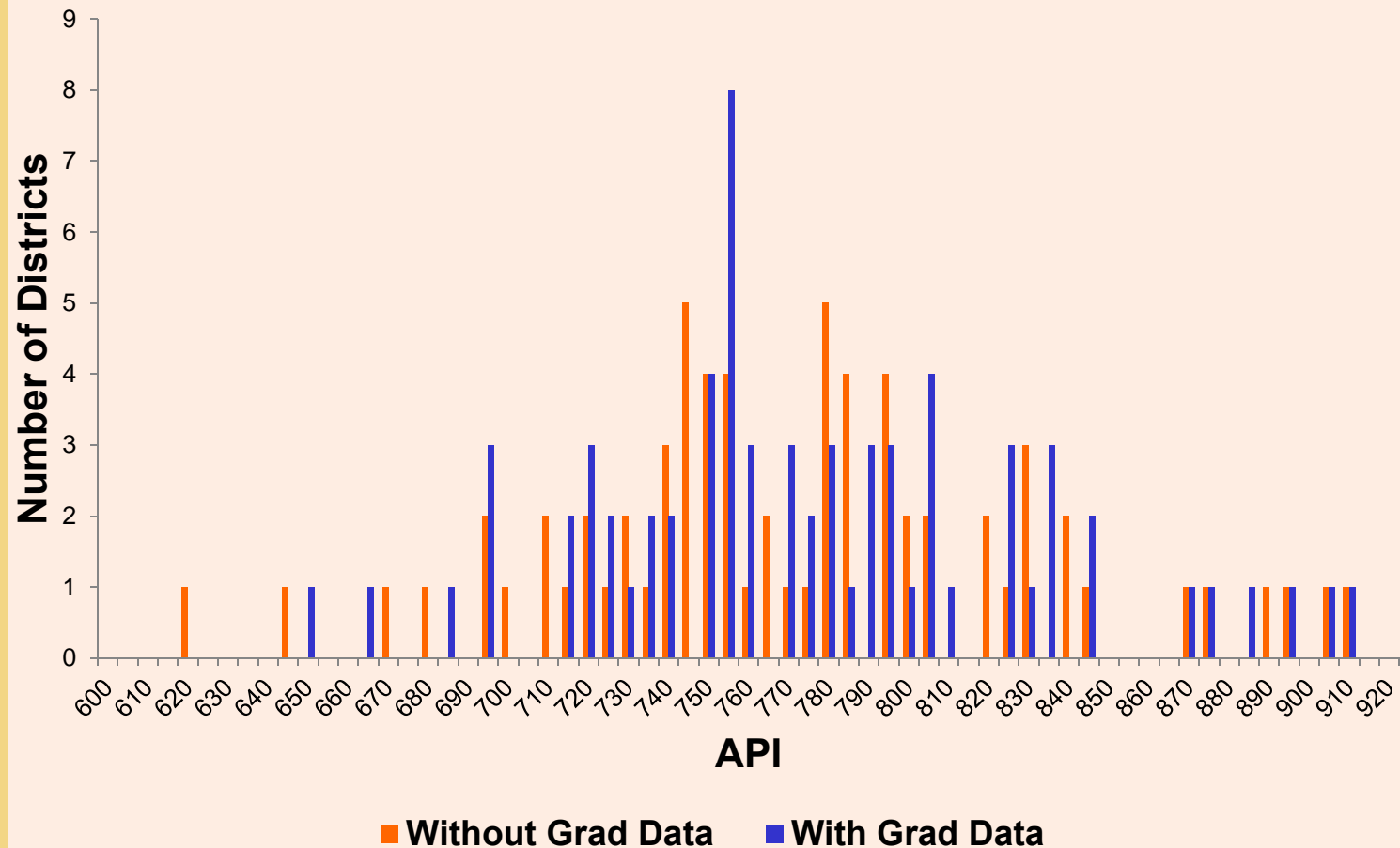
API Change by District Type

Change in API	Unified School Districts	High School Districts	Total
-80 to -51	0	1	**1**
-50 to -26	1	0	**1**
-25 to -21	1	0	**1**
-20 to -16	2	0	**2**
-15 to -11	4	0	**4**
-10 to -6	6	0	**6**
-5 to -1	70	13	**83**
0	41	3	**44**
1 to 5	153	17	**170**
6 to 10	8	24	**32**
11 to 15	2	7	**9**
16 to 20	0	2	**2**
21 to 25	0	1	**1**
26 to 33	1	1	**2**
Total	**289**	**69**	**358**